DOCUMENT RESUME

ED 070 120 CS 500 063

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TITLE	Latitude of Attitude in Ratings of Children's Speech.
INSTITUTION	Texas Univ., Austin. Center for Communication Research.
PUB DATE	Aug 72
NOTE	44p.; A Communication Research Notes Technical Report
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cultural Factors; *Dialect Studies; *Ethnic Groups; Ethnic Stereotypes; Language Usage; Rating Scales; *Social Attitudes; *Speech Habits; *Statistical Analysis; Teacher Attitudes

ABSTRACT

The two studies in this report are based on previous research (e.g., ED 052 213) relating to how a person's dialect affects others' attitudes and perceptions of him. They concluded that linguistic attitudes and stereotypes do exist and can be measured using a semantic differential technique. The two present studies explore further methodological refinements in the semantic differential technique by measuring reactions to children on the global dimensions of "confidence-eagerness" and "ethnicity-nonstandardness." Participants viewed videotapes of informal conversations of six children: two each Anglo-Saxon, Mexican-American, and Black. They responded to the children they viewed and their previous impressions of children from the same ethnic groups on ten semantic differential scales. The authors present details of the statistical methods used to analyze the scales, along with charts and tables outlining the results. The authors conclude that their modified semantic differential technique is a reliable method of analysis and support findings of previous research on effects of dialects on the attitudes of others. (RN)

CCR COMMUNICATION RESEARCH NOTES
an occasional publication of the
CENTER FOR COMMUNICATION RESEARCH
School of Communication / The University of Texas at Austin / Austin, Texas 78712 (512/471-1095)

TECHNICAL REPORT

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AUGUST, 1972

ED 070120

LATITUDE OF ATTITUDE

IN

RATINGS OF CHILDREN'S SPEECH

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PROBLEM

Considerable research has been done in recent years on the way in which a person's dialect affects others' attitudes and perceptions of him. This body of research has shown that linguistic attitudes and stereotypes exist and can be measured using a semantic differential technique. The purpose of these studies is to extend this research by exploring further methodological refinements in the semantic differential technique.

An earlier study (Williams, 1970) underlying the present one involved the development of semantic differential scales for teachers' ratings of children's audiotaped speech samples. It was found that teachers tended to rate on two relatively global dimensions: confidence-eagerness, and ethnicity-nonstandardness. In later research employing similar scales (Williams, Whitehead, and Miller, 1972) these two dimensions were found again for rating videotaped speech samples of Black [illegible]lo, and Mexican-American children from central Texas. [illegible]a follow-up study, Whitehead and Miller (1972) had subjects respond to stereotyped descriptions of children as well as their videotaped speech samples, and found that both agreed in the status differentiations.

The present investigation was addressed to a question prompted by the research of Williams, Whitehead, and Miller (1971) regarding the extent to which an attitude can be represented as an area as well as a single point in semantic space. A similar question was raised by Sherif, Sherif, and

Nebergall (1965) in their social judgment-involvement approach to the study of attitudes. They maintain that a single point cannot adequately describe a person's attitude since an individual usually has a latitude of positions which he can accept.

Another question was prompted by the extent to which personality characteristics might influence rating behavior. Sherif, Sherif, and Nebergall found that the size of the latitude of rejection was related to an individual's ego-involvement in the particular issue under investigation, with highly involved subjects rejecting more positions than moderately involved ones. Since one indicator of dogmatism is the magnitude of rejection of disbelief subsystems (Rokeach, 1960), it was thought that this personality variable could possibly be related to the way in which subjects marked the semantic differential scales.

Particularly as applied to language attitudes, there is the thought that a child may represent a particular range of confidence-eagerness and ethnicity-nonstandardness rather than single points on the continua. This leads to the use of scale options where a respondent may represent on a scale (such as below) what he would accept as a

THE CHILD IS: passive __:__:__:__:__:__:__ active

rating by a plus (+) and what he definitely would reject as a rating by a minus (-). Lack of decision, or noncommitment for any part of the scale would be indicated by a blank. Finally, the most applicable point on the scale would be indicated by circling one of the pluses. Essentially, the

present research involved the application of this scaling technique to dialect attitude measurement. Specific questions were:

(1) Using the modified semantic differential technique for latitude measurements, will the two dimensions of confidence-eagerness and ethnicity-nonstandardness remain relevant?

(2) What is the reliability of the proposed scaling technique?

(3) What is the relationship, if any, between the latitude of acceptance, and the best estimate position and between the latitude of acceptance and the latitude of rejection?

(4) What is the relationship between measures of dogmatism and the size of the latitudes of acceptance, rejection, and noncommitment?

(5) Will ethnic and status differentiations among the children's tapes be similar to those found in previous research?

(6) What is the validity of the ethnic and status differentiations using the modified semantic differential procedure?

Study I will attempt to answer questions one through five and Study II will be directed toward question six.

STUDY I

Method

Subjects

Participants in the study were 65 students enrolled in

three sections of a freshman level course during the 1972 summer session at The University of Texas at Austin. All subjects were tested during regular classroom sessions, and were told that their participation in the experiment would not affect their grade in the course.

Materials

Videotape samples. Two-minute videotape segments of six children were used. All were fourth, fifth, or sixth grade males enrolled in elementary schools in Austin, Texas. Two Anglo children, two Black, and two Mexican-American children were used, including one in each racial group from a middle socioeconomic group and one from a lower socioeconomic group. These tapes were drawn from those used in previous research (Williams, Whitehead, and Miller, 1971) aimed at identifying the dimensions underlying ratings of children's speech characteristics made by elementary school teachers.

Each tape segment consisted of one child engaged in conversation with an Anglo female (not seen on the tape) who had been introduced to the child as a teacher. The conversations were structured around open-ended questions designed to elicit continuous speech in a style described as "semi-formal" by Shuy, Wolfram, and Riley (1967). Each of the conversations used in this study had started with one of the following questions, which have been used previously in dialect research: "What kind of games do you play?" and "What are some of your favorite T.V. programs?"

In all cases, the children had been given a five to ten-minute warmup period prior to the taped sequence used in the research. All conversations had been taped in the same, informal, living room like setting using a hidden camera.

Evaluation form. Subjects were asked to respond to the children seen on tapes and to their average experiences with children of the three ethnic groups on ten semantic differential scales. These scales along with five filler scales comprised the evaluation form. The ten scales of interest in the study were:

(Confidence-Eagerness)

THE CHILD SEEMS: *unsure--confident

THE CHILD IS: passive--active

THE CHILD SEEMS: reticent--eager to speak

THE CHILD SEEMS: hesitant--enthusiastic

THE CHILD SEEMS TO: dislike--like talking

(Ethnicity-Nonstandardness)

THE LANGUAGE OF THE CHILD'S HOME IS PROBABLY: marked ethnic style--standard American

THE CHILD SOUNDS: non-Anglo-like--Anglo-like

THE CHILD'S FAMILY IS PROBABLY: low--high social status

THE CHILD SEEMS CULTURALLY: disadvantaged--advantaged

THE CHILD'S SPEECH INDICATES: a poor educational background--a good one

*The adjective on the left indicates the pole of the scale assigned a value of 1.0 in the quantification scheme.

These items, along with the five fillers, were randomly ordered in two parallel forms of the evaluation instrument.

The contrasting adjectives or phrases following each item were presented at either end of a seven-point scale. The scale mid-point was described as representative of a "neutral" or "don't know" rating, with the three positions on either side, moving out from the center, representing "slightly," "quite," and "very," with reference to the adjectives on each end.

Subjects were asked to complete the scales for each child or stereotype in the following manner: (1) by first placing a plus sign (+) on all scale positions which they believed they might possibly use to describe the child (2) then circling the plus sign on the scale which they believe describes the child best; and (3) finally, by marking with a minus sign (-) all scale positions which they would definitely not use to describe the child. Subjects were also told that they might leave blank any scale positions for which they were unsure of their responses.

Dogmatism scale. During separate class sessions, a member of the research team who had not participated in gathering the ratings just described, went to each of the classes in the study and administered the Short Dogmatism Scale (Troldahl and Powell, 1965). A 20-item scale, the Short Dogmatism Scale, reduces by one half the length of the original Dogmatism Scale developed by Rokeach (1960), from which the former was taken. The 20 items selected for the short form include only those with item-total correlations

of .30 or greater. The scale produces an approximated split-half reliability of .79, compared with .84 for the 40-item test. The shorter form correlates .94 with the original long form.

Procedures

Data gathering. Subjects completed the rating scales during regularly scheduled class periods during the first summer session of 1972 at The University of Texas at Austin. In each class, the regular instructors introduced the experimenters who explained to the class that they were involved in research concerning the use of videotape for instructional purposes and developing innovative scaling techniques. They asked the class for cooperation in trying out some of the new methods and assured them that their grades would not be affected in any way by their performance during the experimental sessions.

Before beginning the ratings, subjects completed a brief biographical inventory, requiring only name, age, classification, major, race, and previous teaching experience. They were assured that no personal identification would be used in the analysis and reporting of results.

Instructions were then given for completing the rating scales, and subjects were asked to fill out the first pages of scales by rating their "generalized idea of an Anglo child of about fourth, fifth, or sixth grade level, based on their previous experience and knowledge, either direct or indirect." The same procedure was followed for generalized

ratings of Black and Mexican-American children of the same age groups. Enough time was allowed for all subjects to complete the ratings before going on to the next, but subjects were encouraged to work as rapidly as possible. After these three ratings of groups were completed, the subjects were asked to watch the six videotapes of individual children, as previously described. Following each tape segment, subjects completed the fifteen scales for the child they had just seen.

Again, the Dogmatism data was collected the following week by an experimenter whom students had not seen during the earlier rating session. The collection of this data was presented as unrelated to the work involving ratings.

Results

The results of the study will be reported in the order in which the questions were originally asked.

1. Using the modified semantic differential technique for latitude measurements, will the two dimensions of confidence-eagerness and ethnicity-nonstandardness remain relevant?

To answer this question, factor analyses were performed on all seven of the variables which were produced by a subject's reaction to a single semantic differential scale--the size of the latitude of acceptance, the size of the latitude of rejection, the size of the latitude of noncommitment, the mean of the scale positions of the latitude of acceptance, the mean of the scale positions of the latitude of rejection, the mean of the scale positions of the latitude of noncommitment,

and the best estimate position. Intercorrelations among the ten semantic differential scales were factor analyzed where replicates in the correlations were subjects by stimuli (N=585). Unities were placed in the diagonals of the correlation matrix, and factors with latent roots greater than one were rotated with varimax criteria. The analyses of the size of the latitudes of acceptance, rejection and noncommitment all produced a single factor which accounted for 59.98% of the variance in the size of the latitude of acceptance analysis, 64.84% of the variance in the size of the latitude of rejection analysis, and 58.09% of the variance in the size of the latitude of noncommitment.

The analysis of the best estimate position produced a factor structure identical to structures found in previous research (Williams, Whitehead, and Miller, 1971). Approximately 68.78% of the variance was extracted by the two factors of confidence-eagerness and ethnicity-nonstandardness. As can be seen in Table 1, all of the scales had loadings on these two factors above .70. Factor I, confidence-eagerness, accounted for 47.35% of the variance while Factor II, ethnicity-nonstandardness, accounted for 21.43% of the variance.

When the means of the scale positions which the subject thought might be acceptable for rating the child were factor analyzed, the same two factors emerged from the analysis. These two factors were confidence-eagerness, accounting for approximately 50.42% of the variance and ethnicity-nonstandardness accounting for 22.03% of the variance. This analysis resembles

TABLE 1

Factor analysis of ten scales on the best estimate positions (circled plus).

Scale	Loading I	Loading II
1. unsure	.80	.23
2. passive	.75	.05
3. reticent	.87	.15
4. hesitant	.85	.18
5. dislike talking	.77	.13
6. marked ethnic style	.01	.83
7. non-Anglo-like	-.02	.85
8. low social status	.24	.80
9. disadvantaged	.32	.79
10. poor educational background	.35	.73
(Percentage total variance)	47.35%	21.43%

very closely the previous results and thus will not be reported in detail.

The factor analysis of the mean of latitude of rejection resulted in the extraction of three factors accounting for 67.03% of the variance. Table 2 details the results of this factor analysis. As can be seen Table 2 Factor I is composed of scales from both the confidence-eagerness and ethnicity-nonstandardness dimension in previous analyses. However, confidence-eagerness scales are predominant in this factor. Factor II is composed of scales drawn exclusively from the ethnicity-nonstandardness dimensions. Factor III is composed of two scales from the confidence-eagerness dimension.

The factor analysis of the mean of the latitude of noncommitment resulted in the extraction of a single factor accounting for 53.14% of the variance.

An overall look at the mean size of the latitude of acceptance, rejection and noncommitment reveals that an average of 3.6 scale positions were accepted, 2.5 scale positions were rejected, and less than 1 scale position was left blank, indicating an attitude of noncommitment.

2. What is the reliability of the proposed scaling technique? To assess the reliability of this technique, intraclass correlations were run to determine both individual and average reliability of the instrument. Table 3 summarizes the individual and average reliability across the 14 variables. As can be seen from the table, the combined reliabilities were much higher than the individual reliabilities. The average

TABLE 2

Factor analysis of ten scales on ratings of mean latitude of rejection.

Scale	Loading		
	I	II	III
1. unsure	.51	.56	-.23
2. passive	.11	.10	.76
3. reticent	-.12	.82	.24
4. hesitant	.80	-.03	.14
5. dislike talking	.59	.49	-.23
6. marked ethnic style	.11	.12	.82
7. non-Anglo-like	-.10	.78	.26
8. low social status	.83	-.06	.16
9. disadvantaged	.57	.55	-.16
10. poor educational background	.79	-.04	.21
(Percentage total variance)	33.37%	18.52%	15.14%

TABLE 3

Intraclass Correlations of Subjects' Rating

Variable	Confidence-Eagerness		Ethnicity-Nonstandardness	
	Individual	Average	Individual	Average
Size Lat. Acc.	.08	.85	.11	.89
Size Lat. Rej.	.14	.91	.12	.90
Size Lat. Non. Com.	.02	.55	.01	.36
Mean Lat. Acc.	.39	.98	.60	.99
Mean Lat. Rej.	.30	.96	.56	.99
Mean Lat. Non. Com.	.00	.20	.02	.52
Best Estimate	.42	.98	.64	.99

reliabilities were higher when persons were rating the latitudes of acceptance, the latitudes of rejection, and the best estimate positions. Ratings were less reliable when the latitude of noncommitment was considered.

3. What is the relationship, if any, between the latitude of acceptance, and the best estimate position, and between the latitude of acceptance and the latitude of rejection? Correlations were calculated between the latitude of acceptance and the best estimate position on each of the ten scales. These correlations were then converted to z-scores averaged and converted back to a correlation coefficient. The average correlation of mean of latitude of acceptance and the best estimate position was .85. The same procedure was carried out, this time using the latitude of acceptance and latitude of rejection correlations. The average correlation of the latitude of acceptance with the latitude of rejection was -.55. Thus, there seems to be a substantial relationship between the mean of the latitude of acceptance and the best estimate position and an inverse relationship between the latitude of acceptance and the latitude of rejection. That is, as latitude of acceptance increases the latitude of rejection decreases.

4. What is the relationship between measures of dogmatism and the size of the latitude of acceptance, rejection, and noncommitment? As can be seen in Table 4, the correlations were quite weak, although some of them were significant. The largest correlation was that between the size of the

TABLE 4

Overall correlations of 14 variables with dogmatism score

Variable	Correlation with Dogmatism	
	Confidence-Eagerness	Ethnicity-Nonstandardness
Size Lat. Acc.	-.055	-.077
Size Lat. Rej.	.142*	.114*
Size Lat. Non. Com.	-.117*	-.062
Mean Lat. Acc.	-.114*	-.068
Mean Lat. Rej.	.133*	.079
Mean Lat. Non. Com.	-.102*	-.135*
Best Estimate	-.112*	-.059

*p less than .05

latitude of rejection on confidence-eagerness and dogmatism. The higher the dogmatism score, the larger the size of the latitude of rejection. We had expected that the more dogmatic an individual, the smaller would be his latitude of acceptance. However, the result of this analysis shows no significant relationship between an individual's dogmatism and the number of positions which he accepts or rejects on the two factors.

5. Will ethnic and status differentiations among the children's tapes be similar to those found in previous research? Answering this question involved the calculation of factor scores for each of the two factors and submitting these scores to a 3 X 3 analysis of variance with the ethnicity of the child constituting one factor and the other factor being composed of the status-stereo differentiation. Table 5 displays the analysis of variance summaries for the best estimate and mean of the latitude of acceptance, confidence-eagerness and ethnicity-nonstandardness ratings. In each analysis, all main effects and interactions were significant.

Best estimate confidence-eagerness ratings. Table 6 displays the means of the confidence-eagerness best estimate ratings in the interaction of ethnicity and status stereotype. As can be seen in Table 6, on the stereotype ratings, the ethnic differentiations were maintained. The Anglo child was rated as significantly higher on confidence-eagerness than either the Black or the Mexican-American child

TABLE 5

Analyses of variance of best estimate and mean of latitude of acceptance confidence-eagerness and ethnicity-nonstandardness ratings.

Source	d.f.	Confidence-Eagerness MS	F	Ethnicity-Nonstandardness MS	F
Best estimate					
A (ethnicity)	2	132.0	6.2*	5421.3	241.8*
error	128	21.4		22.4	
B (stereo-status)	2	2150.6	88.7*	2128.5	150.5*
error	128	24.2		14.1	
AB	4	1283.0	61.3*	839.6	52.6*
error	256	20.9		16.0	
Mean of latitude of acceptance					
A (ethnicity)	2	94.2	5.7*	3334.6	201.0*
error	128	16.6		16.6	
B (stereo-status)	2	1233.1	76.7*	1255.8	131.5*
error	128	16.1		9.5	
AB	4	817.5	53.0*	411.1	38.7*
error	256	15.4		10.6	

*p less than .01

TABLE 6

Means of confidence-eagerness best estimate ratings in the interaction of ethnicity and status-stereotype

	Stereo	Low	Middle
Anglo	25.1e*	21.2bcd	19.7b
Black	22.9d	15.1a	29.4g
Mexican-American	22.1cd	21.0bc	27.8f

*Means with common subscripts are not significantly (p less than .05) different from one another.

TABLE 7

Means of confidence-eagerness latitude of acceptance mean ratings in the interaction of ethnicity and status-stereotype

	Stereo	Low	Middle
Anglo	23.7d*	21.2bc	19.7b
Black	22.0c	16.1a	27.3e
Mexican-American	21.3bc	20.9bc	26.3e

*Means with a common subscript are not significantly (p less than .05) different from one another.

which were not significantly different.

For the lower status children, however, the Anglo and Mexican-American children were not significantly different from each other but were significantly different from the Black child who was rated significantly lower than either the Mexican-American child or the Anglo child.

Among the middle status children, there was a reversal from the expected differentiations. The Anglo child was rated as significantly lower on confidence-eagerness than either the Black child or the Mexican-American child.[1]

Mean latitude of acceptance confidence-eagerness ratings. Table 7 presents the means of confidence-eagerness latitude of acceptance mean ratings in the interaction of ethnicity and status stereotype. Basically, the same differentiations which appeared in the best estimate ratings were also present when the means of the latitudes of acceptance were compared. The only departure from the previous comparisons is in the middle status group. In the present analysis the Black and Mexican-American children were not rated as being significantly different from each other although both of them are significantly more confident and eager than the middle status Anglo child.

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[1] This reversal in the differentiations is probably due to the particular tape which was selected for inclusion in this study. In this tape, the middle status Anglo child, although he is quite fluent, does not maintain eye contact with the interviewer and thus might be thought to be less confident and eager than the other two children.

Best estimate ethnicity-nonstandardness ratings. The means of the ethnicity-nonstandardness best estimate ratings in the interaction of ethnicity and status stereotype are displayed in Table 8. Here, the Anglo child is differentiated from the Black and Mexican-American child on the stereotype ratings as being significantly less ethnic and nonstandard sounding than either of the other two children. Among the lower status children, the Black child is rated as being the most ethnic and nonstandard followed by the Mexican-American child and the least ethnic sounding child is the Anglo child. All differences among lower status children were significant. The same pattern is present among middle status children with Anglo children being rated the highest followed by Mexican-American children with Black children being rated the lowest.

Mean latitude of acceptance confidence-eagerness ratings. The means of the ethnicity-nonstandardness latitude of acceptance mean ratings in the interaction of ethnicity and status stereotype are displayed in Table 9. These means reflect an identical pattern to those of the best estimate positions in Table 8. Here again, the Anglo child was consistently rated higher or less ethnic sounding than either the Black or the Mexican-American child. The Mexican-American child was rated lower on the stereotype but higher on the actual video tapes than was the Black child.

TABLE 8

Means of ethnicity-nonstandardness best estimate ratings in the interaction of ethnicity and status-stereotype.

	Stereo	Low	Middle
Anglo	26.4d	23.1c	26.7d
Black	13.2a	11.8a	19.8b
Mexican-American	12.5a	20.8b	24.3c

*Means with a common subscript are not significantly (p less than .05) different from one another.

TABLE 9

Means of ethnicity-nonstandardness latitude of acceptance mean ratings in the interaction of ethnicity and status-stereotype.

	Stereo	Low	Middle
Anglo	24.8e*	23.0d	25.4e
Black	15.1b	13.5a	20.0c
Mexican-American	14.8b	20.2c	23.4d

*Means with a common subscript are not significantly (p less than .05) different from one another.

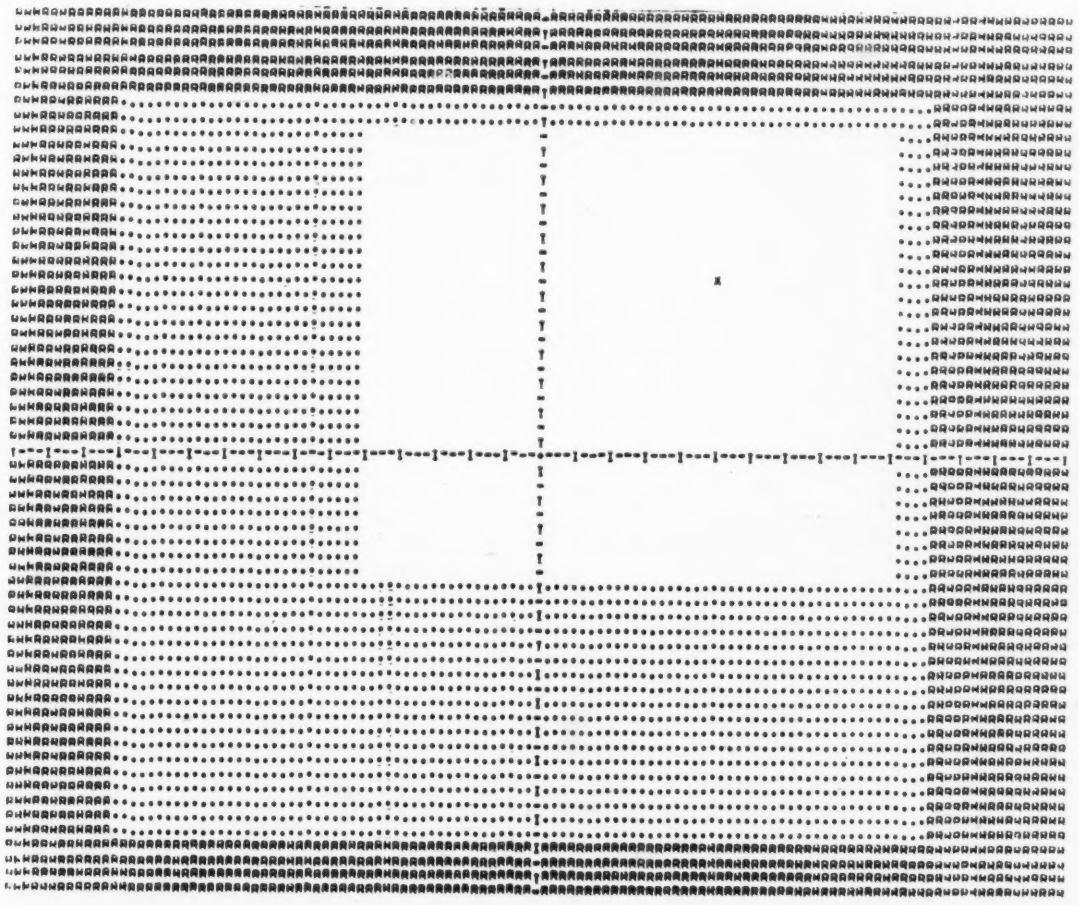
Graphic display of latitudes. It was felt that some type of graphic display was needed to portray the exact nature of the latitudes and best estimate positions in the two-dimensional space of confidence-eagerness and ethnicity-nonstandardness. Accordingly, a computer program was designed which took into account the exact number of pluses, minuses, and blanks both to the left and the right of the best estimate position. These values were summed, means of each calculated, and then plotted. Thus, when looking at the horizontal axis of the graph, one can imagine a seven-point scale representing mean scores on confidence-eagerness. The same representational pattern exists on the vertical axis, which displays the ethnicity-nonstandardness ratings. When the two are combined, one is able to see the areas encompassed by the latitudes on the two factors.

The darker areas represented by the letter "r," represent the latitudes of rejection; the lighter areas represented by "dots" represent the latitude of non-commitment; and the white area represents the latitude of acceptance. The "X" is the best estimate position in the two factor space of confidence-eagerness and ethnicity-nonstandardness.

Figures 1-9, display graphically the latitudes of acceptance, rejection, and noncommitment for the three ethnicities for the stereotype, middle status and lower status children. Generally, among the stereotypes the largest latitude of acceptance area is manifested in the

Figure 1

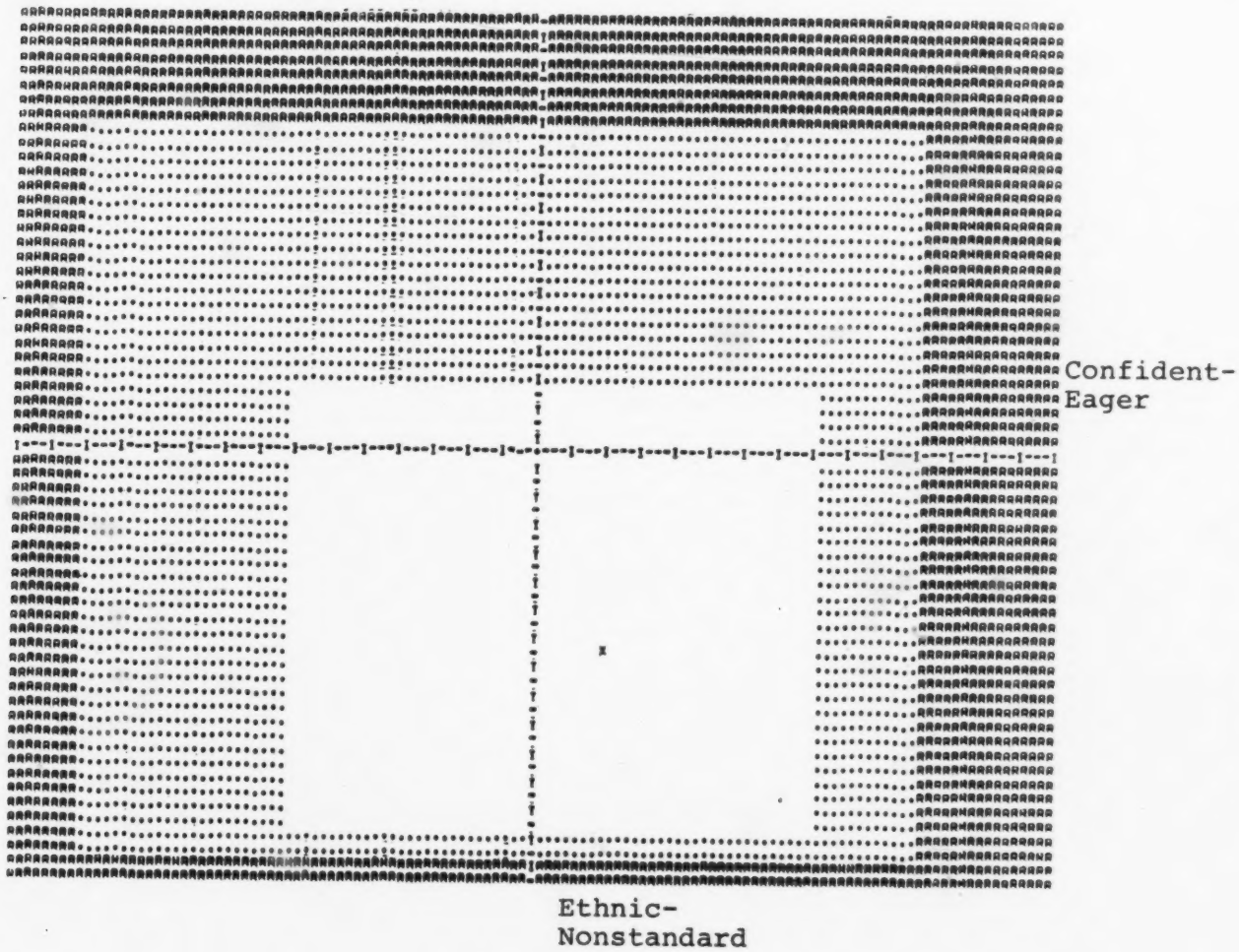
Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for Anglo stereotype.



"R"--latitude of rejection
"."--latitude of non-commitment
" "--latitude of acceptance
"x"--best estimate

Figure 2

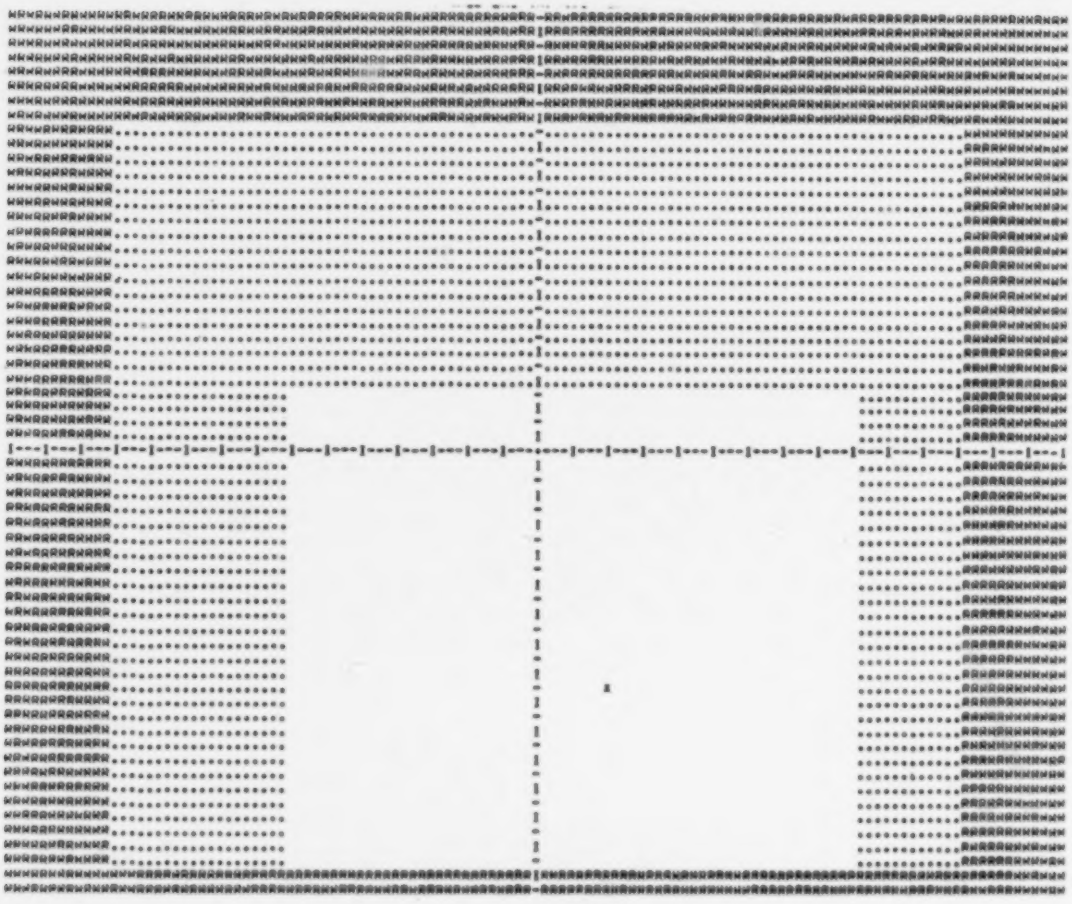
Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for Black stereotype.



"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Figure 3

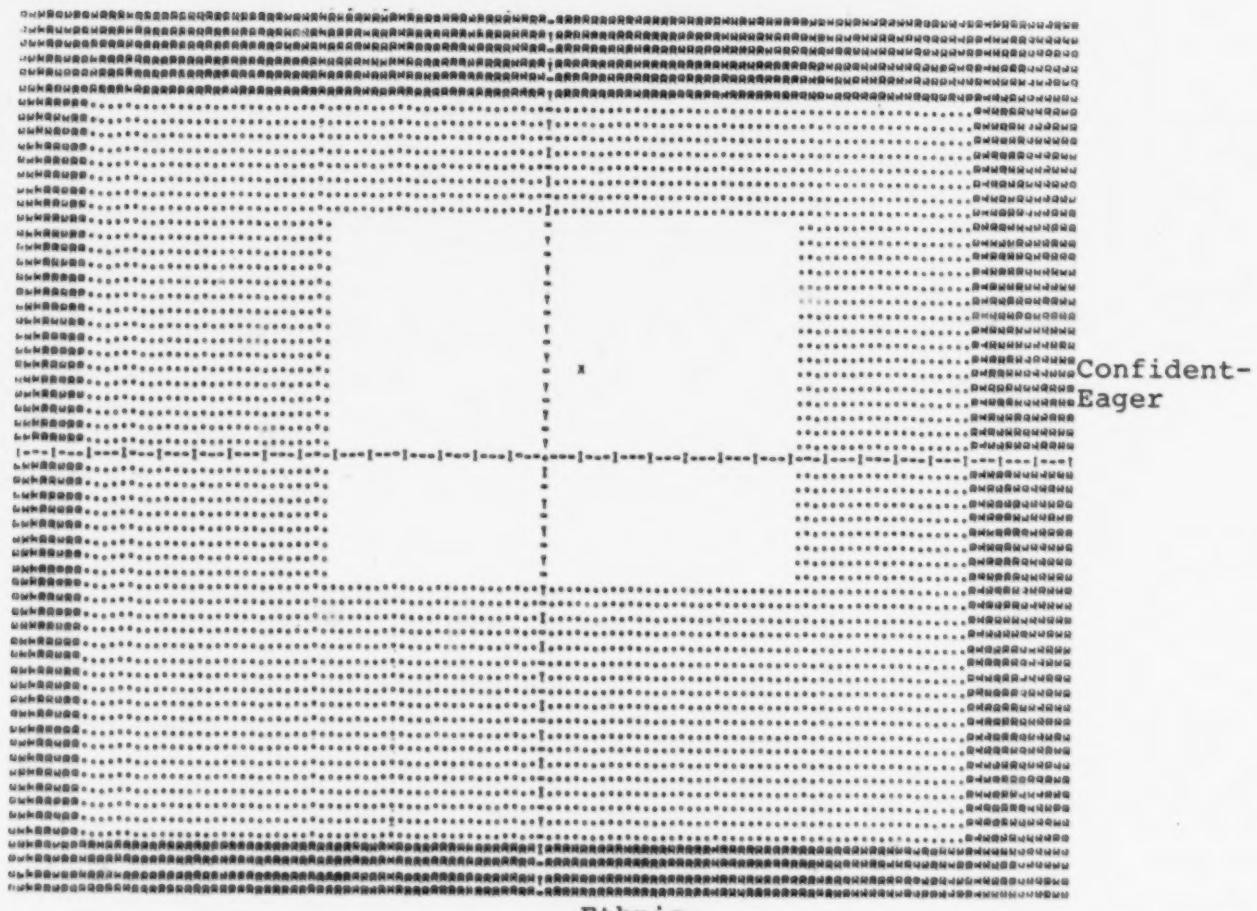
Two factor graphic disply of latitudes of acceptance, rejection, noncommitment, and best estimate for Mexican-American stereotype.



"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Figure 4

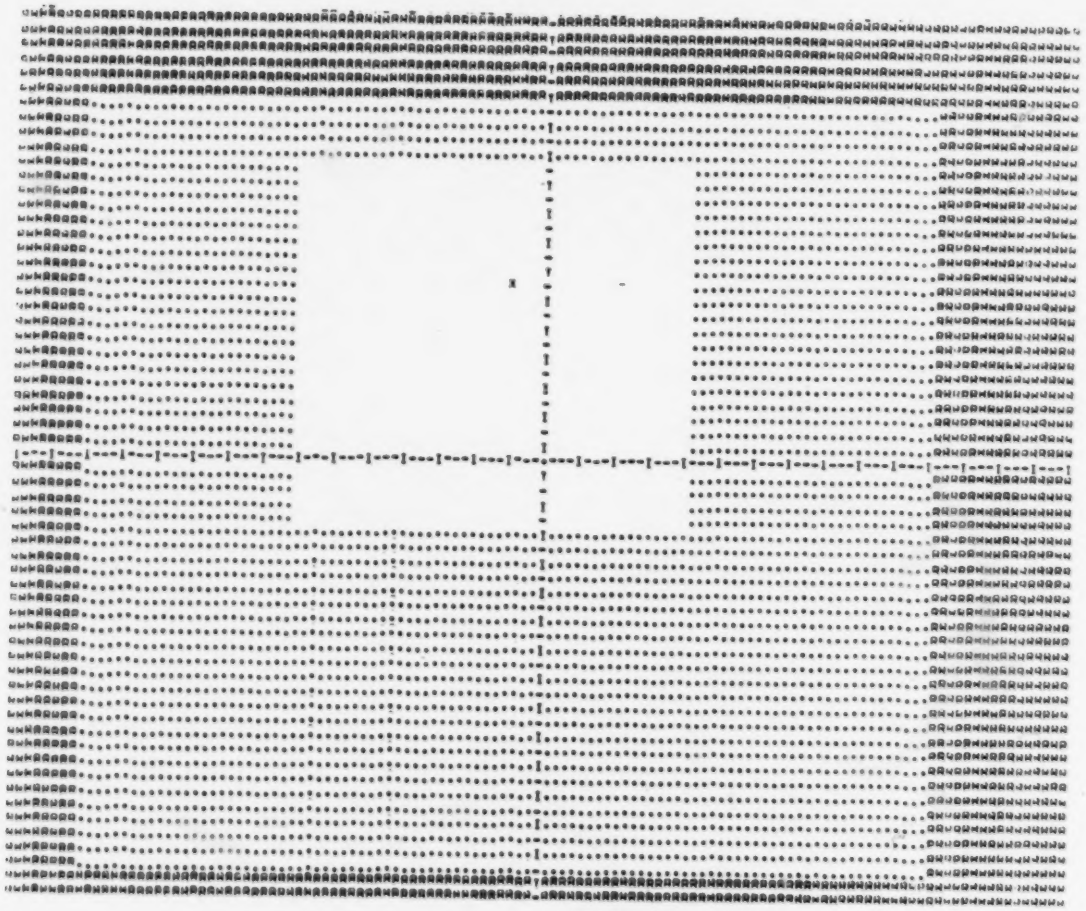
Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for lower status Anglo child.



"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Figure 5

Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for middle status Anglo child.



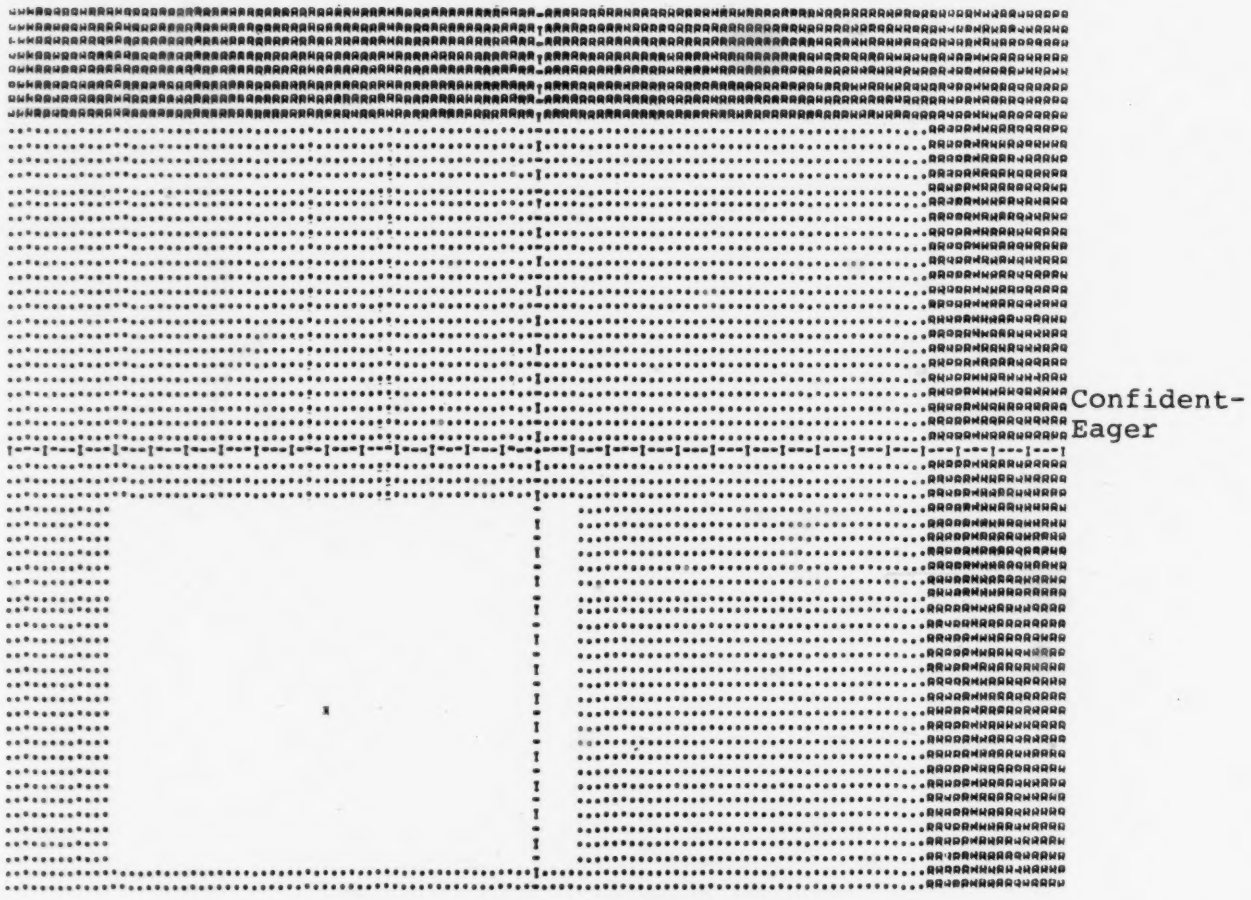
Confident-
Eager

Ethnic-
Nonstandard

"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Figure 6

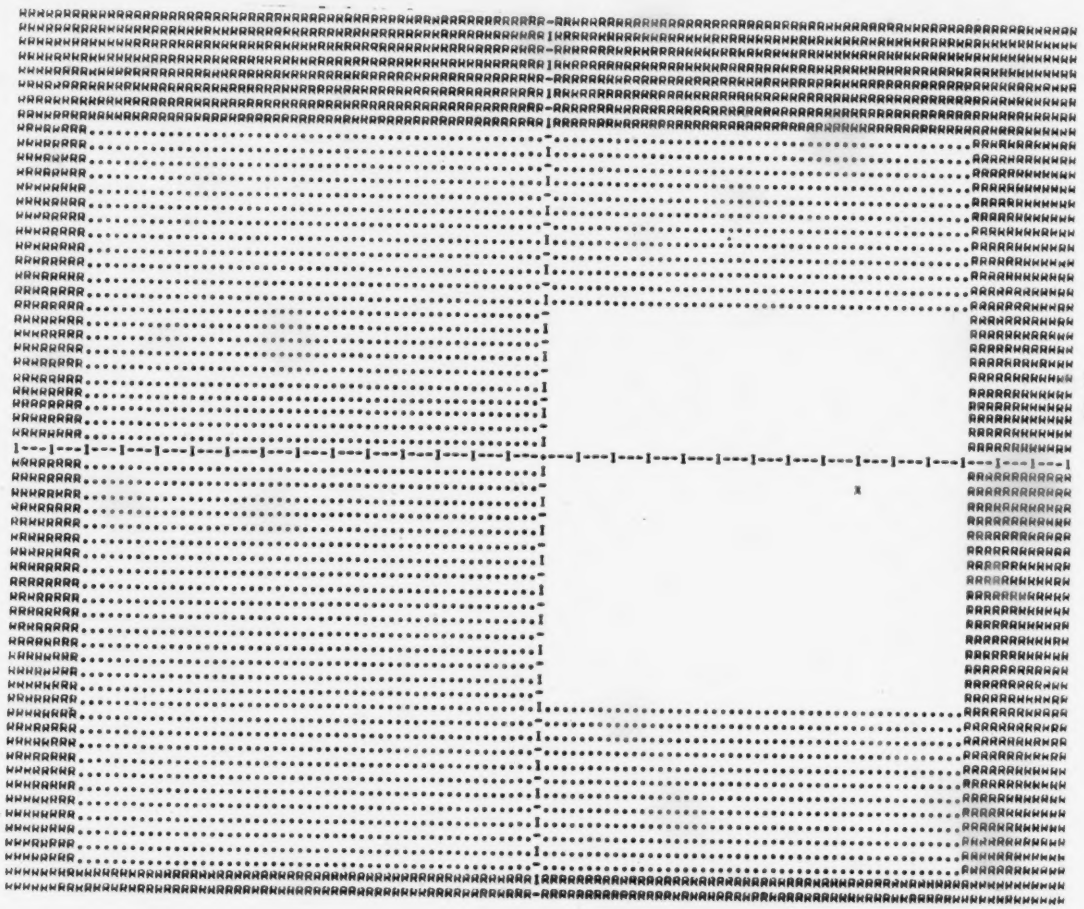
Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for lower status Black child.



"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Figure 7

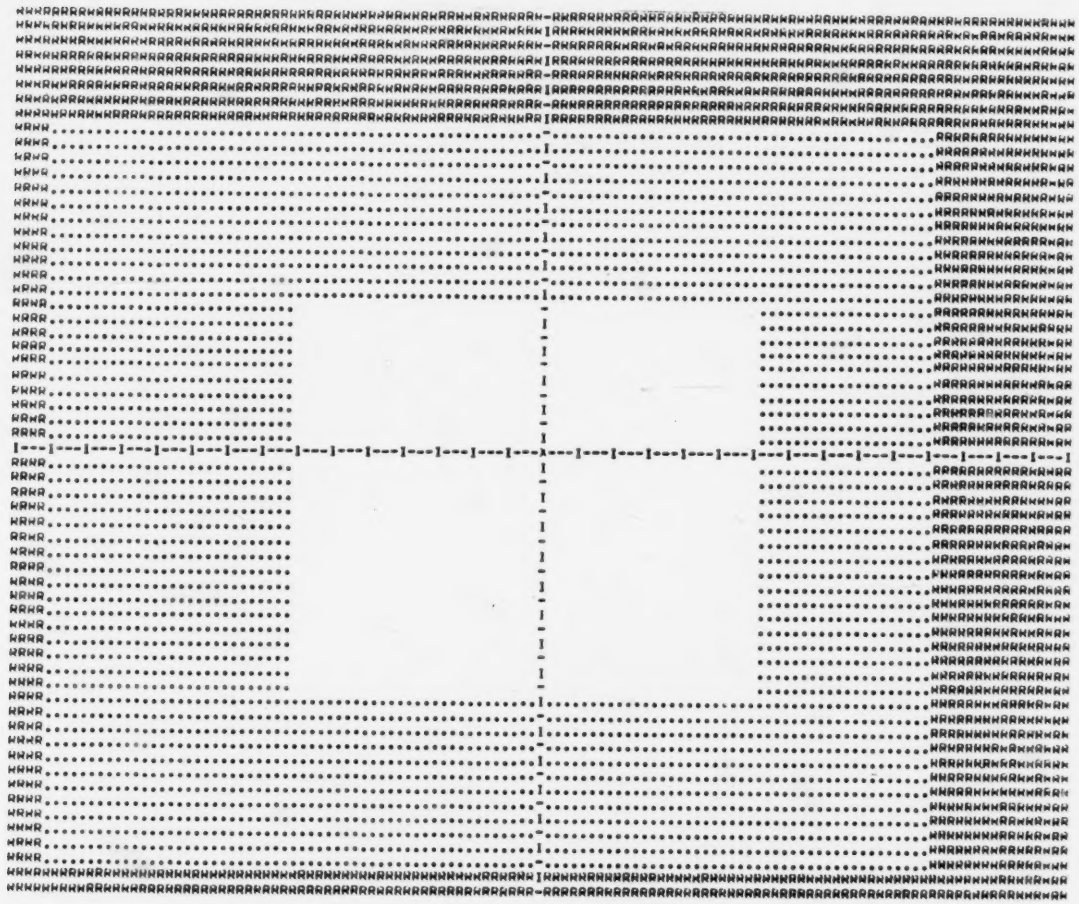
Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for middle status Black child.



"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Figure 8

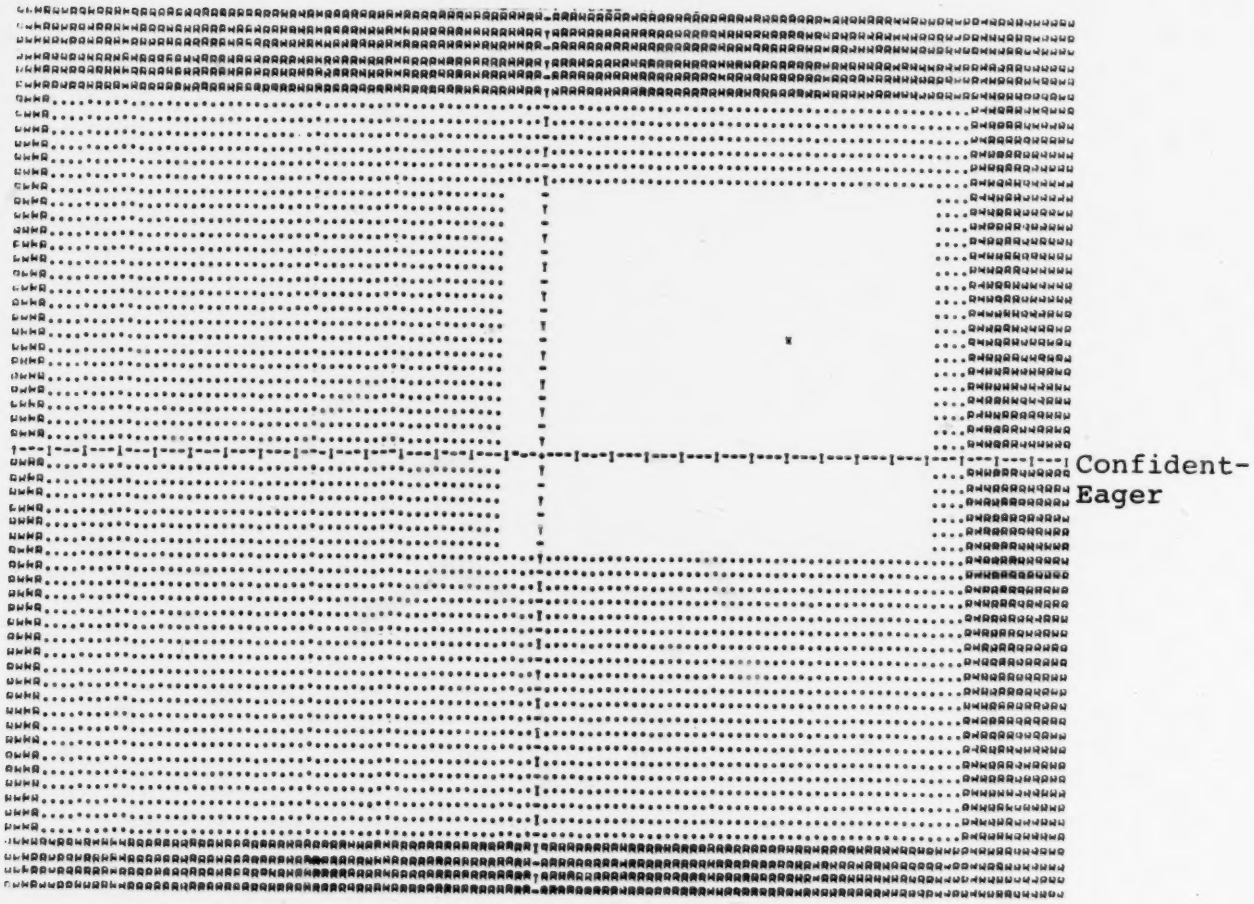
Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for lower status Mexican-American child.



"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Figure 9

Two factor graphic display of latitudes of acceptance, rejection, noncommitment, and best estimate for middle status Mexican-American child.



"R"--latitude of rejection
"."--latitude of noncommitment
" "--latitude of acceptance
"x"--best estimate

Anglo and Mexican-American children. The central difference between these two however, is that in the Anglo stereotype it is higher on both confidence-eagerness and ethnicity-nonstandardness than the Mexican-American stereotype. The Black stereotype reveals smaller area of latitude of acceptance than either the Anglo stereotype or the Mexican-American stereotype. Again, the Black stereotype is lower than the Anglo stereotype. In fact, there is a very close correspondence between the Black stereotype and the Mexican-American in terms of the area of the latitude. A more important difference between the Black stereotype and the Mexican-American stereotype is that there is in the Black stereotype a small latitude of noncommitment at the bottom of the ethnicity-nonstandardness dimension where this is not present in the Mexican-American stereotype.

Across the lower status children, it can be seen that the sizes of the latitudes of acceptance are relatively the same for confidence-eagerness and ethnicity-nonstandardness. However, there is a tendency for Anglo children to be placed more in the upper right hand quadrant, for Black children to be placed in the lower left hand quadrant, and for the Mexican-American child to be placed in the center of this display. It should also be pointed out that the latitude of noncommitment was greatest for the lower status Black child.

Across the middle status children it can be seen again that the expected pattern with regard to the Anglo child did not emerge, especially on the confidence-eagerness dimension.

In fact, the middle status Anglo child is rated below the Anglo stereotype and the lower status Anglo child on confidence-eagerness. As was pointed out earlier this is probably due to the fact that this particular child on the video tape did not maintain the eye contact with the interviewer. As with the lower status children, the Mexican-American was considered less ethnic and nonstandard than was the Black child. But the Black child was slightly higher in confidence-eagerness than the Mexican-American child.

STUDY II

Question number six, the central focus of Study II, asked about the validity of the ethnic and status differentiations using the modified semantic differential procedure. It was felt that one way to assess the potential validity of this technique would be to provide people with different types of stimuli and observe their reactions when using the particular technique. One would expect for instance, that if people were rating children in combination that were very much alike, then their latitudes of acceptance would be much smaller than they would be if they were rating children that were quite different. Thus, it was decided that children would be compared in homogeneous, that is, of the same status, and heterogeneous (different status) pairs of the same ethnicity. Thus, it could be expected that the size of the latitude of acceptance would be larger when

heterogeneous pairs were rated than when homogeneous pairs were rated.

Method

Subjects

Subjects were 30 undergraduate students (26 female; 4 male), enrolled in a methods course in speech communication, and in an education course designed for prospective elementary teachers. In each class, the subjects were randomly divided in half and assigned to either the homogeneous or heterogeneous stimulus treatment.

Evaluation Form

The same set of semantic differential scales and instructions used for Study I was employed as the rating instrument for Study II with the exception that only six rating forms were necessary to rate the three pairs of children and the three stereotypes.

Procedure

Study II was conducted in two time periods. In the first encounter, the instructions for completing the scales were given, and the subjects were directed to complete the rating forms for the three stereotype labels, "Anglo," "Black," and "Mexican-American." The subjects were then informed that they would be viewing videotapes of children during the class meeting the following day.

At this second meeting, the subjects were presented three sets of videotapes, each composed of two children, and directed to complete one rating form for the average of the

two children taken together. Following clarification of their task and instructions for completing the rating forms, the three sets of tapes appropriate for each treatment were shown, with time allotted between each set for the subjects to mark their responses on the scales.

In the "homogeneous" treatment, the subjects viewed three pairs of children, each comprised of two children, both of the same ethnicity and status. In the "heterogeneous" treatment, the subjects viewed three pairs of children, each comprised of two children of the same ethnicity but of different statuses. The selection of the children used for each tape set and treatment corresponded to the following pattern:

TABLE 10

Treatment pairings of homogeneous and heterogeneous stimuli

Tape Set	Homogeneous	Heterogeneous
1	Middle Anglo$_1$*--Middle Anglo$_2$	Middle Anglo$_1$--Low Anglo$_1$
2	Middle Mex.Am$_1$--Middle Mex.Am.$_2$	Middle Mex.Am.$_1$--Low MA$_1$
3	Middle Black$_1$--Middle Black$_2$	Middle Black$_1$--Low Black$_1$

*The subscripts above refer to the tape set employed in previous dialect research in Central Texas (Williams, Whitehead, and Miller, 1971).

For the heterogeneous treatment, stimulus children were identical to those employed in Study I. For the homogeneous

treatment, three of these same children were employed in addition to three other middle status children which were selected.

Results

The data were treated exactly the same as in Study I and were submitted to 3 X 2 analyses of variance where the between-subjects variable was the presentation type (homogeneous pairing vs. heterogeneous pairing) and the within-subjects variable was the ethnicity of the target children. The results of the analysis of variance on the size of the latitude of acceptance for confidence-eagerness revealed a significant interaction between the type of presentation and ethnicity ($F=3.3$, p less than .05). Table 11 presents the means of the size of the latitude of acceptance for confidence-eagerness in the above interaction. Planned comparisons were made using t-tests between the homogeneous and heterogeneous groups within each ethnicity. As can be seen in Table 11, there were no significant differences between the homogeneous and heterogeneous groups in either the Black or the Anglo conditions. However, there was a significant difference in the size of the latitude of acceptance in a predicted direction for the Mexican-American children.

The analysis of variance for the size of the latitude of acceptance for ethnicity-nonstandardness ratings produced no significant interaction and only a significant main effect ($F=7.7$, p less than .01) for ethnicity. Thus, there

TABLE 11

Means of size of latitude of acceptance for confidence-eagerness in the interaction of ethnicity and presentation type.

Presentation type	Ethnicity		
	Anglo	Black	Mex. Am.
Homogeneous	17.3a*	19.0a	17.5a
Heterogeneous	16.4a	18.1a	20.3b

*Within a particular ethnicity, means of a common subscript are not significantly different (p less than .05) from one another.

TABLE 12

Means of best estimate confidence-eagerness ratings in the interaction of ethnicity and presentation type.

Presentation type	Ethnicity		
	Anglo	Black	Mex. Am.
Homogeneous	26.9a*	24.0a	29.7a
Heterogeneous	23.6b	27.0b	23.1b

*Within a particular ethnicity, means of a common subscript are not significantly different (p less than .05) from one another.

were no significant differences between the homogeneous and heterogeneous pairings on the ethnicity-nonstandardness variable.

In addition to the size of the latitude of acceptance variables, the best estimate confidence-eagerness ratings were also submitted to an analysis of variance using the same design. There was a significant interaction between the presentation type and ethnicity. Table 12 presents the mean of the best estimate confidence-eagerness ratings in the interaction of ethnicity and presentation types. As can be seen in the table, the differentiations were maintained except in the case of the Black children where there was a reversal. It was expected that the homogeneous group would have higher ratings than the heterogeneous, since the homogeneous contained only middle status children whereas the heterogeneous contained lower status children as well.

The best estimate ethnicity-nonstandardness ratings were likewise submitted to an analysis of variance. There was a significant interaction between the presentation type and ethnicity ($F=6.0$, p less than .01). As can be seen from the means in Table 13, there were no significant differences between the homogeneous and the heterogeneous pairings in the Black and Anglo children. However, there was a significant difference in the predicted direction in the Mexican-American children. Thus the predicted differentiation was sustained in the confidence-eagerness ratings but not in the ethnicity-nonstandardness ratings.

TABLE 13

Means of best estimate ethnicity-nonstandardness ratings in the interaction of ethnicity and presentation type.

Presentation type	Ethnicity		
	Anglo	Black	Mex. Am.
Homogeneous	28.3a*	21.5a	20.9a
Heterogeneous	26.1a	24.3a	16.8b

*Within a particular ethnicity, means of a common subscript are not significantly different (p less than .05) from one another.

Discussion

Results Summary

1. Using the modified semantic differential technique, what judgmental dimensions will be found in the ratings of the labels and the video tapes?

Findings: Generally, the two factor model which was found in previous research was again substantiated in the present study. The factor analyses of the best estimate position and the means of latitude of acceptance both produced the two factor model identical to the one which had been found in previous research (Williams, Whitehead, and Miller, 1971). The factor analyses of the sizes of the latitudes of acceptance, rejection and noncommitment all produced three single factors. The mean of the latitude of rejection factor analysis extracted three factors, the first of which contained scales from the ethnicity-nonstandardness dimension and from the confidence-eagerness dimension. The second factor was composed of scales of strictly from the ethnicity-nonstandardness dimension and the third factor was composed of scales from the confidence-eagerness dimension.

2. What is the reliability of the proposed scaling technique?

Findings: The new scaling technique was found to be extremely reliable, especially when the average ratings were considered. The most reliable ratings were of the best estimate positions. The least reliable ratings were of the latitudes of noncommitment. The reliability estimates indicate that the scaling

technique can be used in a reliable manner in future research.

3. What is the relationship between the latitude of acceptance and the best estimate position and between the latitude of acceptance and the latitude of rejection?
Findings: There was a high correlation between the means of the latitude of acceptance and the best estimate position. This along with the graphic displays indicates that subjects tended to mark the best estimate position as being close to the center of their latitudes of acceptance.
The latitude of acceptance was negatively correlated with the latitude of rejection. Thus as latitude of acceptance tended to increase, the latitude of rejection tended to decrease.

4. What is the relationship between the personality variables such as dogmatism and the size of the latitudes of acceptance, rejection, and noncommitment?
Findings: The results of this study indicate that there is virtually no relationship of any consequence between the size of the latitude of acceptance or rejection and subjects' dogmatism scores. This indicates that a subject's rating behavior may not be tied to his particular personality characteristics.

5. Will ethnic and status differentiations similar to those found in previous research be maintained using the modified schematic differential technique?
Findings: The results of this study generally support the previous research in the ethnic and status differentiations.

The one exception to the previous differentiation patterns occurred in the middle status Anglo child. As has already been pointed out, this change in the differentiation pattern is probably brought about because only one child was used in the study whereas in previous research, the mean was based on four children.

6. What is the validity of the ethnic and status differentiation using the modified semantic differential procedure?

Findings: Generally, the expected patterns in the differentiation of homogeneous and heterogeneous pairs did not emerge except in the case of Mexican-American children for confidence-eagerness ratings. It was expected that the size of the latitude of acceptance would be smaller for homogeneous pairings than for the heterogeneous pairings. This is only the case for Mexican-American children on the confidence-eagerness dimension. The pattern of differentiations in terms of the best estimate ratings however, did reveal the expected outcome. The only exception to the expected outcome was in the case of Black children where there was a reversal with heterogeneous pairings being rated higher than homogeneous pairings. This is true for both the confidence-eagerness ratings and ethnicity-nonstandardness ratings. All other differences among Mexican-American and Anglo children were significant except in the case of the Anglo children in the ethnicity-nonstandardness ratings. The differences were in the expected direction but were not significant.

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